

Planning for Learning: Effective Unit and Lesson Design



Laura Terrill

Springfield Public Schools, July 2015

What are your goals for the workshop?

This will be a successful 2 days if I can....



Laura Terrill

Workshop Goal:

Learn guiding principles for designing standards-based curriculum, units, and lessons focused on developing learners' language performance toward proficiency.

Laura Terrill

"To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction."

Stephen Covey







Laura Terrill

lterrillspringfield.wikispaces.com

Laura Terrill
lterrill@gmail.com
lauraterrill.wikispaces.com
pinterest: lterrillindy


Keys to Planning for Learning: Effective Curriculum, Units and Lessons
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

August 2015

Agenda	 August Agenda.docx <small>Details Download 52 KB</small>
World Readiness Standards	 World-ReadinessStandardsforLearningL... <small>Details Download 52 KB</small>
NCSSFL-ACTFL Can Do Statements	 NCSSFL-ACTFL Can-Do_Statements.pdf <small>Details Download 607 KB</small>
NCSSFL Global Benchmarks	 NCSSFL-ACTFL Global Can-Do Benchma... <small>Details Download 607 KB</small>

Laura Terrill

Curriculum on the shelf or



<http://www.splendidactually.com>

Laura Terrill

...being used to plan instruction?



<http://www.splendidactually.com>



<http://brittanysscholar.wordpress.com>

Laura Terrill

Curriculum in separate columns or

Grammar	Vocab	Culture
•	•	•
•	•	•

Laura Terrill, ACTFL MN, 2014

...integrated?

Grammar	Vocab	Culture
•	•	•
•	•	•



Laura Terrill, ACTFL MN, 2014

Selecting content....



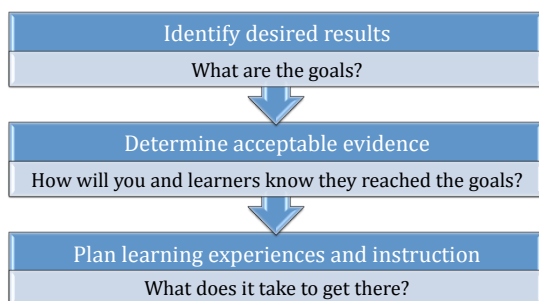
Laura Terrill

Interculturality

"...helps learners to avoid stereotyping individuals, to develop curiosity and openness to others, and to discover other cultures....to see that interaction with individuals having different social identities and cultures is an enriching experience."

© Clementi & Terrill

Backward Design – Units and Lessons

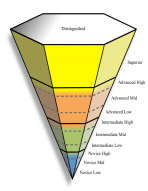


Laura Terrill

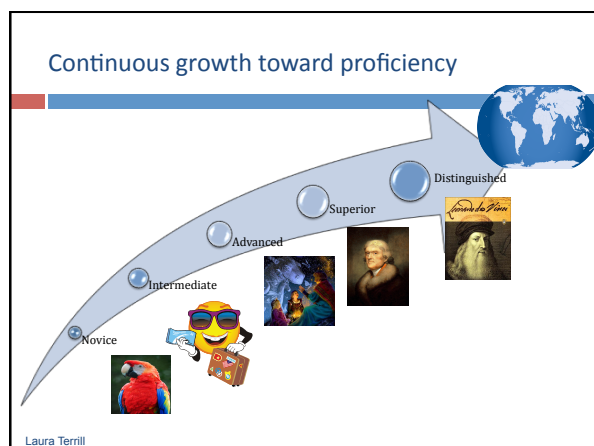
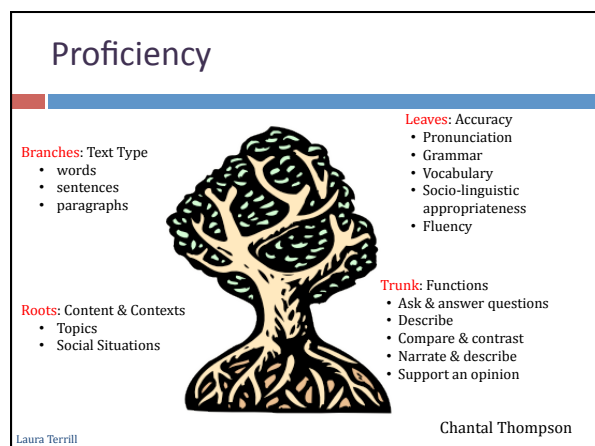
Backward Design

Identify desired results – What are the goals?

What? →  WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

How well? → 

Laura Terrill



Major Levels - Novice

The “Parrot”

- Lists with words/phrases
- Makes attempts at conversation
- Memorized language
- Telegraphic
- Limited topic areas

WORD LEVEL

Chantal Thompson

Laura Terrill

Major Levels - Intermediate

The “Survivor”

- Creates with language; recombines and adapts learned material to express personal meaning
- Asks and answers questions about familiar topics
- Handles simple situations

SENTENCE LEVEL

Chantal Thompson

Laura Terrill

Major Levels - Advanced

The "Storyteller"

- Full conversational partner
- Speaks with confidence
- Expands on a variety of concrete topics
- Narrates and describes in present, past and future time frames
- Handles a situation with a complication



PARAGRAPH LEVEL

Chantal Thompson

Laura Terrill

Proficiency



Proficiency

- Independent of specific classroom instruction
- Spontaneous
- Broad content and context
- Sustained performance across all the tasks and contexts for the level

Laura Terrill

Proficiency-based Rubric

Interpersonal Mode – Novice Learner

Criteria	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
Language Function <i>Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner.</i>	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures.	Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated tasks involving topics related to basic personal information and some activities, preferences, and immediate needs.	Uses memorized language only, familiar language.	Has no real functional ability.

Laura Terrill

Taken from: ©2013 Implementing Integrated Performance Assessment

Performance



Performance

- Based on classroom instruction
- Practiced
- Familiar content and context
- Learners practice the functions and related structures, vocabulary through a variety of tasks to get ready for the final performance assessment tasks

Laura Terrill

NCSSFL-ACTFL Global Can-Do Benchmarks

	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
Interpersonal Communication	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.
Presentational Speaking	I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.
Presentational Writing	I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.

Laura Terrill

NCSSFL-ACTFL Global Can-Do Benchmarks Interpersonal

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

Laura Terrill

Performance Rubric – Interpersonal Task

	Strong Performance 10	Meets Expectations 9	Approaching Expectations 7	Struggling 6
How well am I understood?	easily understood; errors in speaking are minor and do not interfere with communication.	understood most of the time; may need to repeat or reword occasionally; errors in speaking do not interfere with communication.	difficult to understand at times; may ask for help expressing ideas; some errors may interfere with communication.	extremely difficult to understand; repeat frequently; errors interfere with communication.
How involved am I in the conversation?	ask a variety of relevant questions to keep the conversation going; respond to questions and/or add follow-up comments; encourage others to participate.	ask relevant questions to keep the conversation going; respond to questions and/or make a follow-up comment; equal participant in conversation.	ask a few relevant questions; give simple or minimal answers to questions.	ask random questions that may or may not be on topic; minimal participation.
How easily do I deliver my thoughts?	conversation flows with few pauses	hesitations occur but seem natural; complete thoughts.	hesitations occur and are awkward; few or no incomplete thoughts.	speech is slow and halting; long pauses may occur; struggle to complete or do not complete thoughts.
How do I demonstrate that I can correctly use the new vocabulary from the unit?	successfully use many new words and personal vocabulary related to the unit; elaborates to complete the task	successfully use new words related to the unit to complete the task.	successfully use a few of the new words related to the unit to partially complete the task.	rely on simple and very familiar vocabulary to partially complete the task.
What cultural knowledge and understandings do I share?	add relevant information about the target culture; use cultural gestures and/or expressions appropriately.	refer to relevant information about the target culture; may use cultural gestures and/or expressions appropriately.	make limited or no references to the target culture; may use a cultural gesture or expression.	respond only from personal point of view or perspective.

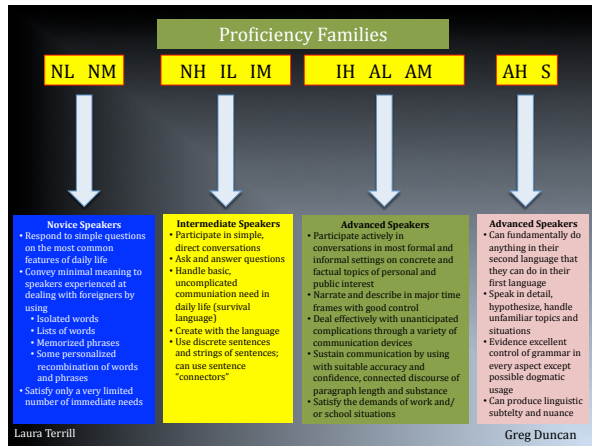
Laura Terrill

Performance towards Proficiency



Demonstration of performance within a specific range (novice, intermediate, advanced) **may be an indication of proficiency**; performance on a variety of assessments provides evidence of how the learner may be rated for proficiency.

Laura Terrill



Learning a language is like learning.....

26

Laura Terrill

Targeting Performance Levels

Language and Level/Grade	French: Novice High / Intermediate Low	Approximate Length of Unit	6 Weeks
		Approximate Number of Minutes Weekly	50 min/day = 300 minutes/week

Laura Terrill

Backward Design

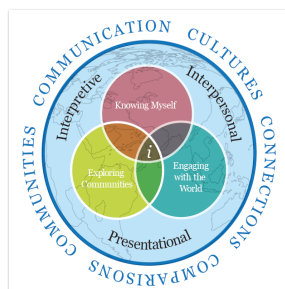
Identify desired results – What are the goals?

What? → **WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES**

How well? →

Laura Terrill

Selecting content....



Laura Terrill

Interculturality

"...helps learners to avoid stereotyping individuals, to develop curiosity and openness to others, and to discover other cultures....to see that interaction with individuals having different social identities and cultures is an enriching experience."

© Clementi & Terrill

Mindset for Curriculum Design

- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

--Adapted from Helena Curtain

Laura Terrill

Advantages of Themes and Topics

- ❑ Makes instruction more comprehensible because the theme creates a meaningful context
- ❑ Changes the instructional focus from the language itself to the use of language to achieve meaningful goals
- ❑ Provides a rich context for standards-based instruction
- ❑ Offers a natural setting for narrative structure and task-based organization of content

--Curtain and Dahlberg (2010) pp 150 – 151

Laura Terrill

Advantages of Themes and Topics

- ❑ Involves the students in real language use
- ❑ Engages the learner in complex thinking and more sophisticated use of language
- ❑ Avoids the use of isolated grammatical structures
- ❑ Connects content, language, and culture goals to a "big idea"

--Curtain and Dahlberg (2010) pp 150 – 151

Laura Terrill

Matching Themes and Topics

Global Themes

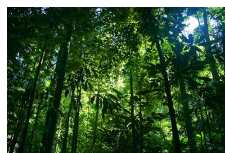
- ☐ Belonging
- ☐ Challenges
- ☐ Creativity
- ☐ Discovery
- ☐ Exploring Time and Place
- ☐ Identity
- ☐ Well-being

Topics

- ☐ Cities
- ☐ Leisure Activities
- ☐ Families
- ☐ Sports
- ☐ Houses
- ☐ Movies
- ☐ Weather / Climate
- ☐ Art
- ☐ Geography
- ☐ Careers
- ☐ Travel
- ☐ School
- ☐ Food
- ☐ Friends
- ☐ Clothing
- ☐ History
- ☐ Animals
- ☐ Music

Laura Terrill

Topic: The Natural World



Laura Terrill

Moving from topic to thematic unit...

Topic	Theme	Essential Question
Food		
Travel		
Daily Routines		
Family		
Houses		
Me and my friends		

Laura Terrill

Themes and Topics

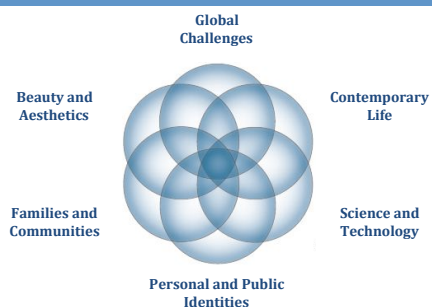
p. 29

Advanced Placement	International Baccalaureate	Clementi/Terrill
<ul style="list-style-type: none"> •Personal and Public Identities •Families and Communities •Contemporary Life •Beauty and Aesthetics •Science and Technology •Global Challenges 	<ul style="list-style-type: none"> •Social Relationships •Cultural Diversity •Customs and Traditions •Leisure •Health •Communication and Media •Science and Technology •Global Issues 	<ul style="list-style-type: none"> •Identity •Belonging •Well-being •Creativity •Exploring Time and Place •Discovery •Challenges


Laura Terrill

AP Themes Guiding Unit Development

37



Laura Terrill

Global Challenges	Contemporary Life	Personal and Public Identities
<ul style="list-style-type: none"> Diversity Issues—tolerance Economic Issues Environmental Issues Health Issues Human Rights Nutrition and Food Safety Peace and War 	<ul style="list-style-type: none"> Advertising and Marketing Education Holidays and Celebrations Housing and Shelter Leisure and Sports Professions Rites of Passage Travel 	<ul style="list-style-type: none"> Alienation and Assimilation Beliefs and Values Gender and Sexuality Language and Identity Multiculturalism Nationalism and Patriotism
Beauty and Aesthetics	Families and Communities	Science and Technology
<ul style="list-style-type: none"> Architecture Contributions to World Artistic Heritage Ideals of Beauty Literature Music Performing Arts 	<ul style="list-style-type: none"> Age and Class Childhood and Adolescence Citizenship Customs and Ceremonies Family Structures Friendship and Love 	<ul style="list-style-type: none"> Current Research Topics Discoveries and Inventions Ethical Questions Future Technologies Intellectual Property The New Media Social Impact of Technology

Laura Terrill

Moving from topic to thematic unit...

Topic	Theme	Essential Question
Food	Global Challenges	
Travel	Science and Technology	
Daily Routines	Contemporary Life	
Family	Families and Communities	
Houses	Beauty and Aesthetics	
Me and my friends	Personal and Public Identities	

Laura Terrill

Essential Questions

- ☐ They can be answered in the target language.
- ☐ They have no one right answer.
- ☐ All students can answer them.
- ☐ They enable all students to learn.
- ☐ They involve thinking, not just answering.
- ☐ They make students investigators.
- ☐ They are provocative—they hook students into wanting to learn.

Laura Terrill

Moving from topic to thematic unit...

Topic	Theme	Essential Question
Food	Global Challenges	What is hunger?
Travel	Science and Technology	Why do we explore?
Daily Routines	Contemporary Life	What is a healthy lifestyle?
Family	Families and Communities	What is a family?
Houses	Beauty and Aesthetics	How much space do we need?
Me and my friends	Personal and Public Identities	Who am I?

Laura Terrill

Essential Questions

p. 96

	Novice	Intermediate	Advanced
Belonging	What is a family?	What is friendship?	Why is global collaboration important?
Challenges	What is hunger?	What is the connection between clean water and quality of life?	How does overpopulation impact quality of life around the world?
Creativity	What do artists do?	How do music and art reflect society?	What makes a piece of literature a classic?
Discovery	Who are the inventors?	How are advances in science impacting my life today?	What inventions are needed to improve the quality of life on earth?
Exploring Time and Place	What makes a city special?	How does where I live influence my lifestyle?	Why do people say: It's a great place to visit but I wouldn't want to live there?
Identity	How does what I do define who I am?	What am I doing to gain the skills I need for the future?	How is my identity shaped over time?
Well-being	Where does our food come from?	Eat to live or live to eat: what is the difference?	Why consider joining the "slow food" movement?

Laura Terrill

Theme/Topic + Essential Question



Theme
Challenges

↕

Topic/Title
The Natural World

↕

Essential Question
What is biodiversity?
Why do we need it?

Laura Terrill

Targeting Performance Levels

Language and Level/Grade	French: Novice High /Intermediate Low	Approximate Length of Unit	6 Weeks
		Approximate Number of Minutes Weekly	50 min/day = 300 minutes/week
Theme/Topic	Challenges: The Natural World	Essential Question	What is biodiversity and why do we need it?

Laura Terrill